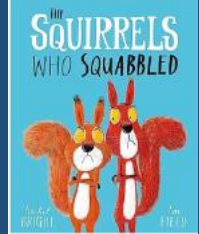
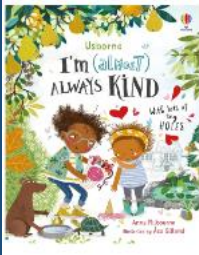
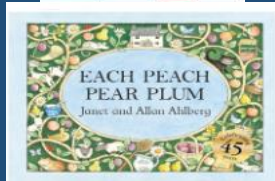
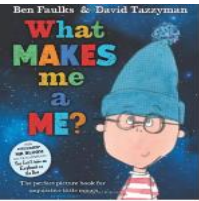




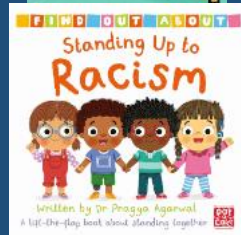
Hindley Green
Community Primary School

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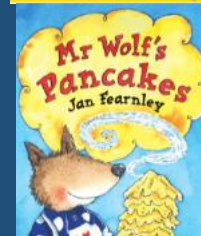
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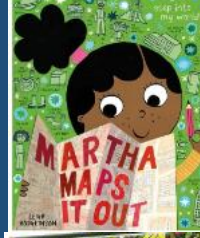
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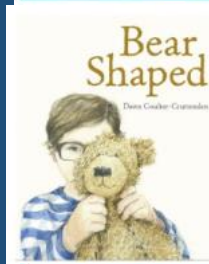
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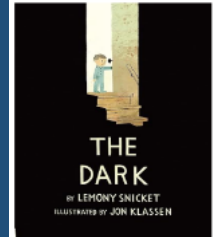
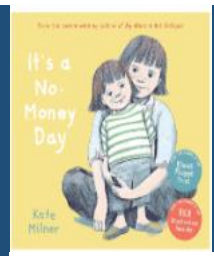
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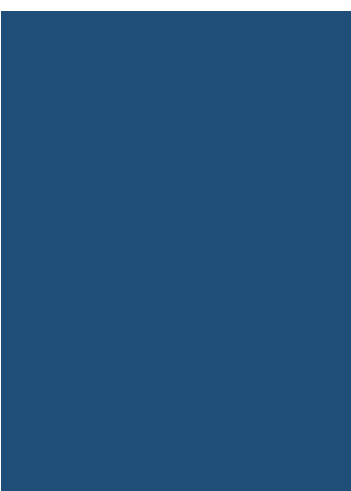
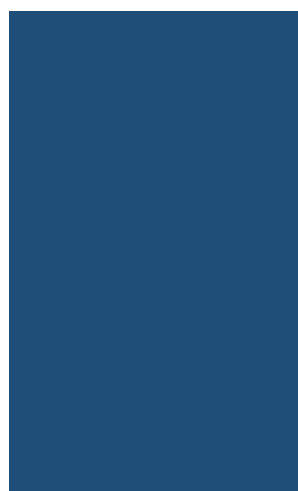
Summer One



Summer Two



CUSP Focus Texts
*with opportunity for additional focus books linked to children's interests.



General Themes

These themes may be adapted at various points to allow for children's interests to flow through the provision

Starting school
My new class
New Beginnings
How have I changed?

The Christmas Performance
Christmas Lists
Letters to Father
Celebrations from around the World:
Christmas
Hannukah, Bonfire Night, Halloween!

Other traditions, faiths, celebrations and cultures.

Plants and flowers
Weather / Seasons
Lifecycles of Insects
Our local community

Around the Town and how do I get there?
How we care for our environment, living things and others.

How others live – respecting others.
Conquering your fears and feeling ready for new beginnings.
Preparing for Year One!
Transition

WOW Moments Enhancements

Cultural Capital

Starting School!
Autumn Walk / Hedgehog Visit

Bonfire Night
A Visit from Father Christmas!
Christmas Performance
Remembrance Day
Pantomime!

Chinese New Year
Pancake Day
Art week
A walk to the local supermarket to buy ingredients.

Planting seeds
Easter time
A visit to the Garden Centre
Local community visits and walks.
A visit from Curious Critters.

A bus trip around Wigan.
Bee spotting in the environment!
A trip to the beach.

Transition to Year One.
Final Stay and Play!
Fundraising for charity – The Brick.



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Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.

Subject Area:

Coverage

Communication and Language

Whole EYFS Focus

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions daily interventions.

Personal, Social and Emotional Development

Jigsaw

Being Me

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Physical Development

- Gross Motor

Team Building Games

Negotiate speed and direction in team games. Enjoy joining in team competitions and games. Follow rules and boundaries in games that have an outcome such as, winning.

Obstacles

Explore with different ways of moving – running, jumping, hopping, skipping etc. To change speed and direction when moving in variety of ways.

Gymnastics

Jump and land appropriately. Travel over, under, around and through climbing/balancing equipment.

Different Ways of Moving and Travelling

Show good control and co-ordination in large and small movements. Move confidently in a range of ways. Safely negotiating space.

Controlled Movement Games

Understand good control and co-ordination in large and small movements.

Sports Day/Athletics

Show confidence and understanding in competitive sports.

<p>- Fine Motor</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p> <p>Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>“</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation</p>	<p>“</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>“</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>“</p> <p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>“</p> <p>Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
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Literacy - ELS – Essential Letters and Sounds

ELS Phonics Phase	Phase 2	Phase 3	Phase 3-4	Phase 3-4	Phase 4	Phase 5 introduction
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Retelling	Making up stories with themselves as the main character. Read simple phrases and sentences made up of words with	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story	Draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear



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	<p>the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories using pictures to tell the story. Recognising the initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>of stories. Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus</p> <p>Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to ELS.</p>	<p>word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Develop their own narratives and explanations by connecting ideas or events</p>	<p>language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Explain the main events of a story.</p> <p>Write labels, sentences or captions.</p>	<p>with relevant comments, questions and reactions.</p> <p>Can point to front cover, back cover, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
Mathematics	<p>Match, Sort and Compare</p> <p>Talk about measures and patterns</p>	<p>It’s me 1, 2, 3</p> <p>Circles and Triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6, 7, 8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p>	<p>Explore 3D shapes</p> <p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Manipulate, compose and decompose</p> <p>Visualise, build and map</p> <p>Make connections</p>
Expressive Arts and Design	<p>Create a simple representation of themselves using mixed media</p>	Christmas Crafts	<p>Artist Focus: Mondrian and Andrew Goldsworthy</p> <p>Chinese New Year Crafts</p>		<p>Artist Focus: Anthony Gormley</p> <p>Junk Modelling - Transport</p>	<p>Exploring Light and Dark through mixed media.</p>

Religious Education:	<p>I am Special: Why are we all different and special? Islam</p>	<p>Christmas: How do Christians celebrate Jesus' birthday? Judaism - Hannukah</p>	<p>Stories Jesus heard: What stories did Jesus hear when he was a child?</p>	<p>Easter: Why do Christians believe Easter is all about love?</p>	<p>Special Places: What makes a place holy? Hinduism Islam</p>	<p>Special Times: How do you celebrate special times? Hinduism Islam Judaism Sikhism</p>